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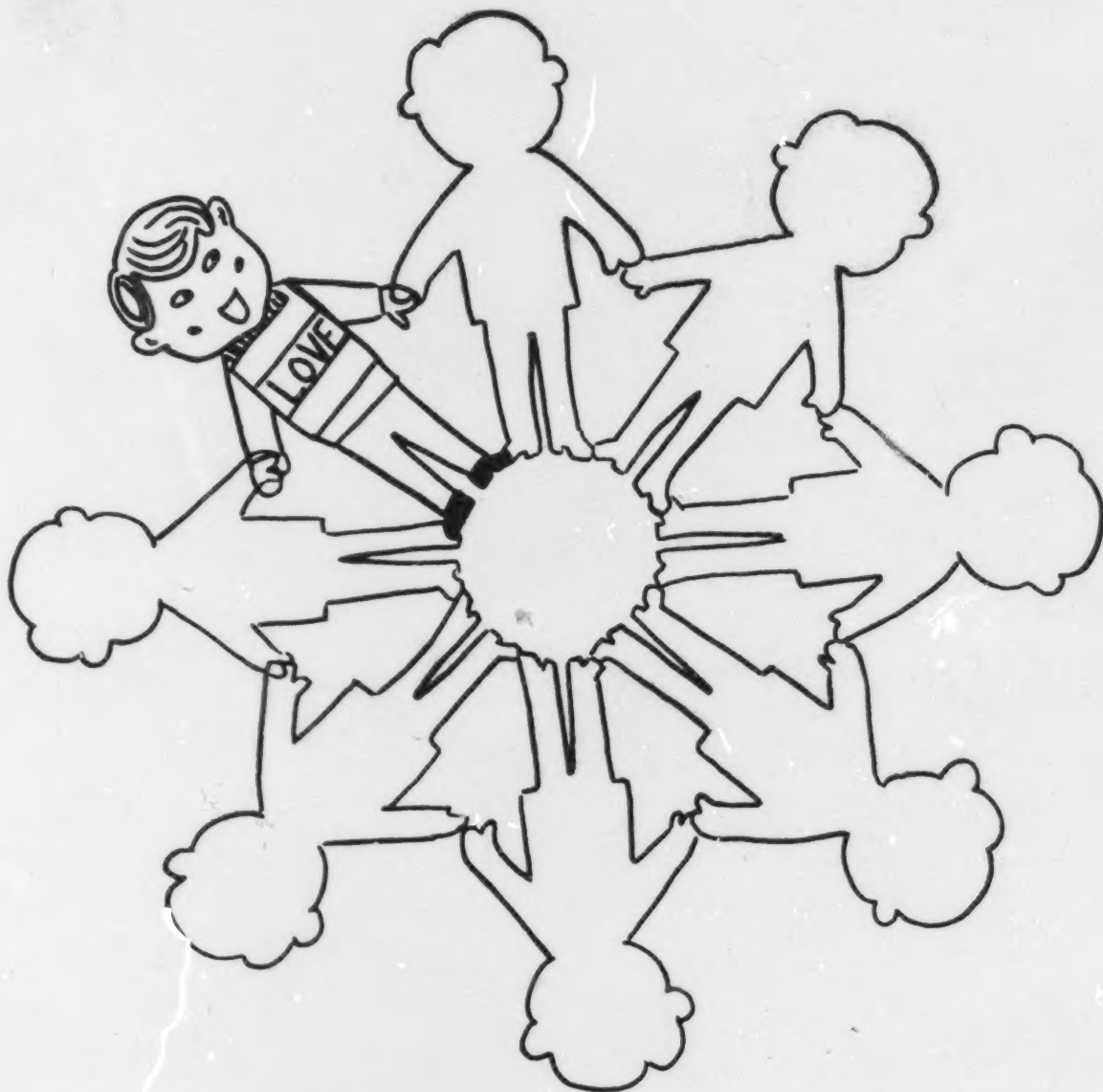
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ABSTRACT

This document is a teacher's guide to be used with a self discovery workbook for an elementary school program designed to bring career education into the basic elementary curriculum. Each workbook page is supplemented by suggestions for discussion topics and activities which could be used by the teacher to encourage the growth of self knowledge in the child and to coordinate this knowledge with the exploration of career possibilities. The emphasis is on the integration of career education into the regular classroom activities. (SA)

All About Me

ED 090376



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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LINN-MAR
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CE 001216

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School District.

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FOREWORD

Career education is often provided as separate unrelated activities at several grade levels and in a number of subject matter areas, and there appear to be no common definitions for career education. Therefore, this foreword will provide common definitions that stimulated the coordination of existing efforts and will provide a framework for the new activities that were incorporated into this project.

Career education is an integral part of education. It provides purposefully planned and meaningfully taught experiences, for all persons, which contribute to self-development as it relates to various career patterns. Career education takes place at the pre-school and elementary, junior high and senior high, post-secondary, and adult levels of education. Emphasis is placed on career awareness, orientation and exploration of the world of work, decision making relative to additional education, preparation for career proficiency and/or specialized occupations, and understanding the interrelationships between a career and one's life style.

The educational process should include utilization of occupational resources at all levels in all careers to help the student reach educational goals.

Career education is an integral part of elementary education. Basic skills taught in the elementary curriculum are essential to career and life fulfillment. Instructional goals include having each individual:

1. Develop, to the best of his/her ability, basic skills in communication (oral and written); computations; problem solving and critical thinking.
2. Develop a sense of self-worth and self-realization.
3. Develop self-confidence in identifying and attaining goals.
4. Begin to identify individual interests and abilities.

The following are specific career awareness goals:

5. Develop an awareness of the many occupational careers available in our society and their dependent and interdependent relationships.
6. Recognize that the career role of each individual provides an important contribution to our society.

It is our hope that this publication will be of assistance to you in your effort to direct students toward a more realistic awareness of what a career is. Occupational information must be made available to all students in all subject areas and this project is one method of doing so.

Director of Learning
Project Director

In bringing careers into the classroom we are only giving suggestions. We are not dictating how it should be presented or implemented. We are hoping that each teacher will use her own ideas and that next spring these ideas may be compiled and given to those who are interested. The committee will welcome suggestions for additions and deletions.

This is not intended to be a separate program but should be a part of the already existing curriculum. Let your imagination go wild and the program will be a success.

An example is if a unit on insects is being studied bring in, to talk to the children, people whose life style depends on insects...the farmer, exterminator, college professor, etc.

The following Teacher's Manual is to accompany the child's booklet, All About Me. We have designed the booklet to be a continuing project to be done as individual activities which are filed by the teacher in a folder provided and then bound at the end of the year for each child to take home.

Discussion questions and activities may be used before or after the page is completed as the teacher so chooses.

At the bottom of each page in your manual there is a place for you to put written comments concerning effectiveness of the activity, anything that worked well for you, those things that did not work, or those things that could be improved.

and answer them in the context of the moment. And answers will change because children change as they grow.

Each pupil is part of his own family and should know himself as part of this group. Yet he also exists apart from his family with unique qualities and values of his own. Use the classroom as a supportive setting in which he can explore this duality and accept it comfortably.

Perhaps the most important factor in guiding children toward self-discovery and occupational awareness is your acceptance of the tentativeness of their question, statements, and behavior. Through your acceptance, the child will learn to respect individual qualities of every other student and to recognize and respect his own uniqueness.

Copied from "Peacemaker, Plumber, Poet, Drummer?", Instructor, February 1972, Volume LXXXI, pp. 45-46.

and

Sylvester and Matthews. "Four Big Questions Children Need to Ask and Ask and Ask and Ask," Instructor, February 1972, Volume LXXXI, pp. 46-47.

Note: This is just the beginning of a series of articles which are most helpful in this area. The committee strongly suggests that each teacher make an effort to read the section in its entirety.

BEST COPY AVAILABLE

CONCEPTS:

1. An adequate sense of self is vital before intelligent career decisions can be made.
2. An appreciation of individual differences in abilities, interests, and values should be implemented.
3. In a productive society producers of both goods and services are needed.
4. Occupational fields have become so specialized that they have become dependent upon one another.
5. Career occupational choices are often influenced by geographical locations.
6. Communication is vital in all areas of work.
7. Scientific advances have dictated occupational alterations.
8. Many occupations are involved in health and recreation.
9. Many jobs require special training.

BEST COPY AVAILABLE

As an introduction to our Career Awareness Program we have chosen to use an excerpt from a series of articles which appeared in a recent issue of Instructor.

What do you do when a child exclaims, "When I grow up, I wanna be a ...?" Do you give him a that's-nice smile? Or do you launch him on a well-guided search for experiences and information to help him better understand his intriguing choice of the day?

Occupational choice has often been approached as if it were an independent aspect of the individual. But work, just like play, education, hobbies, attitudes, values, and special talents, is an interdependent part of a larger framework -- a life-style. As a teacher, you may want to reexamine your role in helping children conceptualize the delicate meshing of these parts to create the total person. And you can contribute to children's understandings through a thoughtfully conceived career exploration program incorporated into major aspects of the daily curriculum. You can help children to develop positive attitudes toward work and recognize the important role work plays in individual life-styles.

What workers do I know? Where do they work? Why do they work? What type of work would I like to do some day? By answering these questions and systematically exploring their interests and aptitudes in their earliest years, children will sharpen the understandings and skills needed to make rewarding decisions later.

Where do you find the time to start a career exploration program? Where does it begin? For what ages? There are no absolute answers. But it's best to develop activities within the framework of the regular curriculum, and at all levels.

By emphasizing the career theme throughout the elementary years and adapting activities to fit the needs of the children you work with, you will foster maturing attitudes toward life and give children the experiential tools with which to test, change, and perfect their abilities.

....

To an adult, childhood behavior may seem random, even mosaic. It focuses on the trivial and the significant with equal enthusiasm; jumps from topic to topic with a refreshing lack of adult logic.

Through all this activity, children seek personal meaning to give order to bits and pieces of experience. As each piece falls into place a child begins to answer his own question, "What am I like?" And the answer to this question, which comes over a long period of time, is a necessary element of career exploration. Self-awareness and career awareness nourish each other.

During early childhood years, children need to explore many roles and make many decisions without being intimidated by any sense of finality in those decisions. For example, the child who announces quite seriously on

Monday, "When I grow up I wanna be an airline pilot," should feel free on Tuesday to change his mind. Perhaps now he wants to be a doctor. But don't squelch his aspiration, enthusiasm, and imagination by reminding him of Monday's resolve. Rather, help him discover relationships he might not have considered -- relationships that may well trigger still another resolution on Wednesday. "That's interesting, Tommy. Pilots and doctors are more similar than you might think. Both must handle delicate instruments masterfully and both are responsible for the well-being of others. What other occupations demand the same skills and responsibilities?"

The school, as a work setting itself, is in an excellent position to assist in the positive development of a child's occupational awareness and self-image, simply because it brings together a wider range of values and experiences (which are at the very core of career exploration) than are typically found in the family environment.

But the school must consider the background and experiences each child brings from his home. Family values create a child's earliest, even strongest, attitudes toward work. In one family, work may be approached with curiosity, eagerness, and a confident hope of reward and fulfillment. In another, it may be a painful struggle for survival. Such attitudes affect the child's early play and learning experiences too. Some children learn in an atmosphere of encouragement and even pleasurable excitement, while others sense anxiety and disapproval as they learn to walk, talk, manipulate objects, express themselves, and exert growing independence.

It is important that such early learning activities be encountered positively, because all subsequent work behavior and career development are in reality intricate expansions of these explorations. Significant changes will certainly take place as children encounter more experiences and move toward adult life, but the earlier they understand their own preferences and patterns of learning, the better able they will be to grasp career development concepts in later stages.

Teachers should, and can, expose children to an entire spectrum of positive and negative reactions to work. Through this exposure children will develop the necessary skills to visualize their career lives. Every day offers opportunities to promote skill development through perceptual activities which demand acute powers of observation, listening, contrasting, differentiating, and manipulating. By developing these skill in the lower elementary grades, teachers can prepare children for more advanced levels of exploration including field trips, visits and interviews with representatives of specific occupations, demonstrations, role playing, and familiarity with occupational terminology.

Growth and development are continuous; throughout, children need to ask, "Who am I? How am I different from other children? How am I both alike and different from my parents and other adults? Am I friendly? Do I like to spend time alone? Am I kind, happy? Do I like to help my classmates? What things do I value most? What qualities do I most admire in other people? How do I feel about myself and my actions? What special skills and talents do I have? How do these talents help me contribute to my family, school, and community? What kind of person do I want to become? How can I use my talents to develop my own special way of living?" Children need to ask themselves these questions

SELF-PORTRAIT

- DISCUSSION QUESTIONS:
1. What do names tell us? How does this relate to families?
 2. What would happen if we didn't have names?
 3. If two people have the same name does that mean they're exactly alike?
 4. What are nick names? Why are they given? How can they make you feel?
 5. Note: this may be a time when the child can ask his parents the background of his name (was he named for someone, etc.)

CULMINATING: self-portrait
(mirror(s) in the room may be helpful)

"Comments, suggestions and whatever!"

This is what I look like.

My first name is _____.

My middle name is _____.

My last name is _____.

People call me _____.

ALL ABOUT ME

2
TH

Note:

This may be an excellent opportunity to bring the nurse in as a resource person. She can do the height and weight aspect of the page plus discuss her work as an R.N.

This is the beginning of discovering the "uniqueness" of self (also similarities).

"Comments, suggestions and whatever!"

All About Me



Today's date is

_____ day

_____ month

_____ date

_____ year

My birthday is _____.

I am _____ years old.

I am _____ inches tall.

I weigh _____ pounds.

The color of my eyes is _____.

The color of my hair is _____.



JUST ME

MATERIAL: 1. thin tempera paint
2. dish pan or bucket to wash off paint from feet
3. lipstick if wish to do lip print
4. magnifying glasses

NOTE: This page is for the child to discover the uniqueness of himself. He can discover that his foot, thumb, and lip print are one of a kind. Magnifying glasses are very useful here.

DISCUSSION QUESTIONS: 1. How could it be useful to know everyone's prints are different? (identification)

Occupations: FBI or other law enforcement work

2. What else has uniqueness?
(snowflakes, dental x-rays)

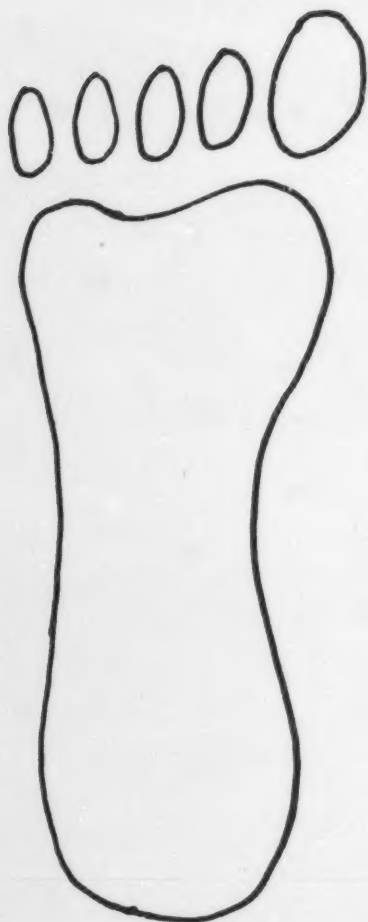
ACTIVITY: 1. Read Just Me, by Maria Hall Ets
(Child imitates animals until realizes its best to be "Just Me")

"Comments, suggestions and whatever!"

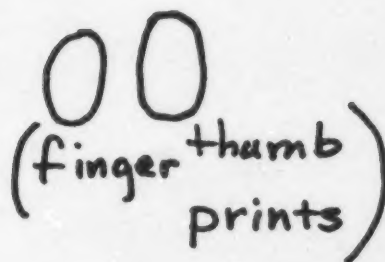
Just Me!

Just Me

3a
TM



(child's
footprint)



(finger thumb
prints)



(lip print)
optional

HERE ARE SOME OF MY FRIENDS AND ME PLAYING TOGETHER

- DISCUSSION:
1. What things do you like to do with your friends?
 2. How do you decide what you are going to do?
 3. What happens when you don't want to do the same thing?

- ACTIVITIES:
1. Illustration of "Here are some of my friends....."
 2. Possibly make sentences to accompany illustration.

"Comments, suggestions and whatever!"

Here are some of my
friends and me playing
together.

ONE WAY I AM LIKE MY FRIENDS
ONE WAY I AM DIFFERENT FROM MY FRIENDS

- DISCUSSION:
1. What do you and your friends all do?
 2. Is there something that is easy for you to do? (whistle, touch toes, skip, climb, etc.)
 3. Are these things easy for everyone to do?
 4. Are there things that are hard for you to do that are not hard for someone else?
 5. Do you ever feel differently at different times? (or situations?)
 6. How am I like my friends? How am I different from my friends?

Note: Could include
physical characteristics
likes & dislikes
interests
talents, etc.

ACTIVITY: Illustration and/or sentences.

"Comments, suggestions and whatever!"

One way I am like my
friends.

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Note: Could include
physical characteristics
likes & dislikes
interests
talents, etc.

ACTIVITY: Illustration and/or sentences.

"Comments, suggestions and whatever!"

One way I am different
from my friends.

DO I LIKE TO HELP MY CLASSMATES? HOW?

- DISCUSSION:
1. What are some of the ways I can help my classmates? (can range from help in work, keeping locker clean, not bothering, etc.)
 2. What are some things I wish others would help me with or do?
 3. How do I know when others would like me to help them?
 4. Do others know when I need help?
 5. Why do I need to help my classmates?

ACTIVITY: Illustration and/or sentences

"Comments, suggestions and whatever!"

Do I like to help my
classmates?

How?

8
TM

WHAT JOBS IN THE ROOM DO I LIKE TO DO?
WHICH ONES DON'T I LIKE TO DO?

- DISCUSSION:
1. Discuss various jobs in the room that need to be done in order to have a workable atmosphere.
 2. What would happen if some of the jobs in the room were not done?
 3. You might bring in some of the school occupations here. (secretary, janitor, librarian, aides)

- ACTIVITIES:
1. Draw pictures and/or write sentences.
 2. Might tell "why?" they like or dislike these jobs.

"Comments, suggestions and whatever!"

What jobs in the room do
I like to do?

Which ones don't I like to do?

I LIKE TO BE WITH OTHERS WHEN . . .

- DISCUSSION:
1. What kinds of things are you doing when you are with others?
 2. When do you like to be with others?
 3. Are there special things that have to be done with others?
 4. Are there certain occupations where you have to spend a lot of time with other people? (teacher, salesman, etc.)

- ACTIVITIES: 1. Draw pictures and/or write sentences

"Comments, suggestions and whatever!"

I like to be with others when

I LIKE TO BE ALONE WHEN ...

- DISCUSSION:
1. What kinds of things are you doing when you are alone?
 2. When do you like to be alone?
 3. When do you have to be alone?
 4. Are there certain occupations where you have to spend a lot of time alone? (forest ranger, artist, farmer, laboratory work, etc.)
 5. Can you be a part of a group and still feel alone?

- ACTIVITIES:
1. Draw pictures and/or write sentences.
 2. Read Nothing To Do, by Russell Hoban

"Comments, suggestions and whatever!"

I like to be alone when... 10

I FEEL HAPPY WHEN ...

- DISCUSSION:
1. What kind of things make you happy?
 2. How do you feel on your birthday? Do others feel the same way?
 3. Who are you with when you feel happy?
 4. Are there certain people that make you feel happy?
 5. Are there certain occupations, that make you happy? (entertainment field, ice cream man, clowns)
- ACTIVITIES:
1. Read Happiness Is ... and discuss.
 2. Write sentences and/or draw pictures.

"Comments, suggestions and whatever!"

I feel happy when...



I FEEL SAD WHEN ...

- DISCUSSION:
1. Do you ever feel sad?
 2. Has there ever been a time when you just didn't want to talk to anyone?
 3. Do you suppose that grown-ups ever feel sad?
 4. Do some people make me feel sad?
 5. Are there certain occupations that make you feel sad?
(sad clown)

- ACTIVITIES:
1. Write sentences and/or draw pictures.

"Comments, suggestions and whatever!"

I feel sad when...



I FEEL AFRAID WHEN ...

- DISCUSSION:
1. Have you ever been afraid?
 2. What causes you to be afraid?
 3. Are you the only one that is ever afraid?
 4. Are your friends ever afraid?
 5. Occupations: weatherman, doctor, dentist, hospital
(Discuss why they might be afraid of these people or places.)

- ACTIVITIES:
1. Show filmstrip, "
From Guidance Associates
 2. Write sentences or draw pictures
 3. Read First Night Away From Home by Myra Brown and discuss
 4. Read Madeline by Bemelmans and discuss
 5. Read Goodnight by Russell and discuss
 6. Read Where the Wild Things Are by Maurice Sendak and discuss

"Comments, suggestions and whatever!"



I feel afraid when...

I FEEL ANGRY WHEN ...

- DISCUSSION:
1. Do you ever feel angry?
 2. What do you do when you feel angry?
 3. What kinds of things could you do when you feel angry?
(suggest outlets for anger)

- ACTIVITIES:
1. Draw pictures and/or write sentences.
 2. Show filmstrips You got Mad: Are You Glad?
Guidance Associates

"Comments, suggestions and whatever!"



I feel angry when...

AM I FRIENDLY? HOW?

- DISCUSSION: 1. What are some ways of being friendly towards other people?
(speaking kindly, playing with others, sharing, smiling)
2. Is it always necessary to speak in order to be friendly?

- ACTIVITIES: 1. Write sentences and/or draw a picture.

"Comments, suggestions and whatever!"

Am I friendly?

How?

AM I KIND? HOW?

- DISCUSSION:
1. How can a person be kind to other people?
 2. How can a person be kind to other people's things and their environment?
 3. How many different ways can you show kindness to people and things?
 5. Occupations: Humane Society, zoo keeper, dog trainers

- ACTIVITIES:
1. Write a sentence and/or draw a picture.
 2. Role play situations where friendliness can be observed.

"Comments, suggestions and whatever!"

Am I kind?

How?

THIS IS THE WAY I FEEL MOST OF THE TIME

- DISCUSSION:
1. You have a lot of different feelings but which way do you feel most of the time?
 2. What affects the way you feel?
 3. Why do you feel differently in different situations?
 4. Do you always feel the same way when this happens ...?

- ACTIVITIES:
1. Write a sentence and/or draw a picture.

"Comments, suggestions and whatever!"

This is the way I feel most¹⁷
of the time.

MY FAMILY

- DISCUSSION:
1. What people make up your immediate family?
 2. How is your family important to you?
 3. What does your family do for you?
 4. What do you do for your family?

- ACTIVITIES:
1. Draw a picture of your family?
 2. Child may prefer to bring a family picture for his booklet.

"Comments, suggestions and whatever!"



My Family

18

These are the members of
my family:

Names:

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

THIS IS HOW I AM LIKE MY PARENTS

- DISCUSSION:
1. Has anyone ever told you that you look like your mother or father?
 2. We like to _____ together. (camping, dancing, play baseball)
 3. I like to do this just like my mother or father.
 4. Do you like for people to tell you you are like your parents?
 5. What do you enjoy having your parents do for you?

- ACTIVITIES:
1. Draw a picture of how I am like my parents.

"Comments, suggestions and whatever!"

This is how I am like
my parents.

THIS IS HOW I AM DIFFERENT FROM MY PARENTS

- DISCUSSION: 1. Discuss ways in which a child is different from his parents.
(May include physical differences as well as attitudes.)
2. Are your interests different? What causes a difference?
3. Are your hobbies the same as your parents'?

- ACTIVITIES: 1. Child may illustrate or write sentences of ways in which he is different.

"Comments, suggestions and whatever!"

This is how I'm different
from my parents.

MY DAD
THIS IS MY DAD AT WORK

In order to get acquainted with the occupations of the community, use of the home survey is recommended. The information you receive will also be gathered into a file for use throughout the system. Please turn a copy of your information into your principal.

- DISCUSSION:
1. What industries or occupations are most common?
 2. What are some reasons as to why these have been most important?
 3. How does this affect the community?
 4. What workers do I know?
 5. Where do they work?
 6. Why do they work?

- ACTIVITIES:
1. Encourage the children to share their attitudes toward work. Reports may be written and posted on a bulletin board or compiled into a book so all may read.
 2. Writing and talking about family occupations should encourage inquiry and discussion about values and work attitudes.

Note: An important factor in guiding an awareness is to accept his questions, statements and behavior. Through your acceptance, the child will learn to respect individual qualities of every student and respect his own uniqueness.

- METHOD:
1. Use illustrations or sentences in developing this page.
 2. In the event that a child does not have a father, suggest that he choose an uncle, grandfather, or other relative.

"Comments, suggestions and whatever!"



My Dad

This is my Dad at work.

21a
TM

JOB INFORMATION FORM

Father
and Mother
if she works

1. Where do you work?
2. What is the name of your job?
3. Do you work at a desk?
4. What things do you do during the day?
5. Do you do the same thing each day?
6. Do you ever go to another part of the building you work in or another building when you do your work? (where? why?)
7. Are there other people that do the same thing as you?
8. Do you wear any special clothes? (or equipment?)
9. What special things did you have to know about to get your job?
10. Did you have special training or schooling?
11. How did you become interested in your career?
12. Have you ever had different jobs? What were they?
13. Would you be willing to visit your child's class and/or other classes in the school to tell of your job?

"Comments, suggestions and whatever!"

MY MOM
HERE IS WHERE MY MOM WORKS

- DISCUSSION:
1. What types of jobs must a mother do?
 2. Why is her job important?
 3. How does her work affect the family?
 4. Compare jobs within an industry with the duties of the house.
 5. Discuss that change is never ending.

- ACTIVITIES:
1. Use illustrations or sentences in developing this page.
 2. A child whose mother works in the home may illustrate or write about the tasks which are important to him.
 3. If a mother works outside the home as well, he may wish to show her working in one or both capacities.

Note: This may be a good diagnostic measure as to how he feels about his mother working.

"Comments, suggestions and whatever!"

My Mom



2

Here is where my Mom works

22a
TM

MOTHER
(If housewife)

1. What things do you have to do every day?
2. What do you do one or more times a week?
3. Are there things you do about once a month or less often?
4. What things do you do *away* from the house?
5. Do you belong to special clubs or groups? What things do you do there?
6. Do you have a hobby or something special you like to do?

"Comments, suggestions and whatever!"

OUR WORKING FAMILY

You will need one copy for home use and one for school use. The child will need to copy from his page onto the page for his booklet.

- DISCUSSION:
1. Discuss the various jobs within a family.
 2. Discuss similarities and differences.

- ACTIVITIES:
1. Send survey sheets home about the total family's work. Compile results as to the different types and similarities within a family.
 2. Fill in blanks of our working family.
 3. If a family business exists it might be interesting if the involved members talk to the students about the how's and why's of the business.

Note: An explanation may be needed to be given to the parents explaining that the survey form is necessary in order for his child to complete his booklet about himself.

"Comments, suggestions and whatever!"

Our Working Family

Father _____.

Mother _____.

Grandfather _____.

Grandmother _____.

Grandfather _____.

Grandmother _____.

Brothers _____.

Sisters _____.

Great grandfather _____.

Great grandmother _____.

Great grandfather _____.

Great grandmother _____.

IN OUR SPARE TIME OUR FAMILY LIKES TO ...

This page can be used as a starting point for a discussion and/or study of hobbies and what part they play in peoples' lives. It may be found that what for some people is a hobby is an occupation for others.

A sharing of hobbies should be encouraged with emphasis on the enjoyment and satisfaction received. Your students may want to have a hobby show or a series of special times when they show others how to do something they have learned.

Hobbies may also lead into an occupation which will give impetus to more career exploration.

A questionnaire could be sent to parents inviting a sharing of hobbies with the class. This could be an ongoing project which might continue throughout the year.

- DISCUSSION:
1. Why do we have hobbies?
 2. Can a hobby sometimes become a person's job? Would this make it more fun?
 3. Are hobbies useful? How?
 4. Are hobbies often shared with others?
 5. Are some hobbies for one person only? Why?
 6. What kind of hobby do you most enjoy?

(You may add to this list indefinitely)

7. How did you become interested in your hobby?
8. What exactly do you do when you work on your hobby?
9. Do you need special materials?
10. If you had more spare time, what would you like to do with it?

"Comments, suggestions and whatever!"

In our spare time our
family likes to...

24



SOMEDAY I MAY BECOME ...

Encourage your boys and girls to talk to many people about their work and what they like and do not like about their jobs. In thinking through their own likes and dislikes, they may see many possible uses for the talents they would like to develop.

Try to instill respect and acceptance of different values, always being mindful that children must be given the option of not telling their feelings in some situations.

Children need to feel that there are many interesting avenues open to them and the decisions they make now need not be binding in the future. Change, both in their lives and in the world around them, could be noted and discussed.

Interdependence of occupations could be discussed as well as the services required by people living in a community. Perhaps some of your students will be interested in doing something to help others and their occupation selection(s) will be influenced by this.

Attitudes toward occupations should be kept as free from bias as possible which may call for much discussion of feelings and understandings about various areas of work. Stress should be put on the fact that any ideas expressed now are quite tentative but are relevant in helping to make later decisions.

- DISCUSSION:
1. What kind of person do I want to become?
 2. How can I (you) use my (your) talents to develop my (your) own special way of living?
 3. What do I (you) like to do most? Can I (you) do it well? Would I (you) like to know more about it?
 4. Would I (you) like doing all the things that a job requires?

- ACTIVITIES:
1. Each child may write a short letter to his parents saying, "Right now I want to be a _____"
 2. Have a box containing job tags and play games using them.
 - a. charades
 - b. comparisons
 - c. describe job on tag - qualities and trianing
 - d. apply functions of job to classroom jobs
 - e. role-play
 3. Sponsor a Junior Career Day
 4. Provide first hand experience for doing jobs when possible.

"Comments, suggestions and whatever!"

Someday I may become...²⁵

a...

or a...

or a...

or a...

HOW I HAVE CHANGED AND WILL KEEP ON CHANGING

- DISCUSSION:
1. How do I know I'm changing?
 2. Will I continue to change?
 3. What effects does change have on my life?
(more responsibility, privilege of doing more things, etc.)
 4. What causes jobs to change?
(scientific changes)
 5. What has caused math to change?
(computers, base 2)
 6. Are all changes good? Why?
 7. Are changes necessary? Why?

- ACTIVITIES:
1. Use the time line to depict the important events to the child of his past and present. Speculate as to what the future will bring.

"Comments, suggestions and whatever!"

	Now (present)	Later (future)
Before (past)		

How I have changed and will keep on changing.

THINGS I HAVE LEARNED ABOUT MYSELF

Since growth and development are continuous, much time could be spent trying to help a child understand his own feelings and actions. Perhaps he would like to include such thoughts as:

1. How do I feel about myself and my actions?
2. What special skills and talents do I have?
3. How do these talents help me give something to my family, school, and community?
4. Do I like being with people? Would I rather be alone?
5. Do I want to do something to help others?
6. What have I learned about myself that might help me in choosing a job?

"Comments, suggestions and whatever!"

Things I have learned
about myself.

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THINGS I HAVE LEARNED ABOUT OTHER PEOPLE

Throughout the year the children will have become more aware of the feelings and actions of other people. This is a good place for you, as a teacher, to tie in and expand upon any of the career occupations.

It's all yours!



ACTIVITIES: 1. Draw a picture or pictures.

"Comments, suggestions and whatever!"



Things I have learned
about other people.

THINGS I HAVE LEARNED ABOUT MY ENVIRONMENT

Children should learn to be more aware of the many conditions, both bad and good, under which their daily living takes place. This will include not only home and school, but the community in which they live. Many science as well as social studies lessons can be built around some carefully worded questions and activities designed to encourage exploration and discovery. Art and language arts can be brought in as well.

- ACTIVITIES:
1. Short walks around the school yard to look for various signs of the change in seasons, animal life, plant life, man made objects, and the current concern on pollution. (What jobs are related to any of these things?)
 2. Nature walks to observe line, form and color in our natural resources can produce discussions of occupations related to any single resource object.
 3. Spend time in various places listening for sounds -- e.g. pleasant, unpleasant, people working, people playing, etc. (This is a good spot to discuss noise pollution.)
 4. Discuss jobs that are directly involved with environment.

"Comments, suggestions and whatever:"

2

Things I have learned
about my environment.



HERE I AM AGAIN

By the time the child has reached the final page of the self-discovery and exploratory booklet we hope there has been a change in his self-awareness and uniqueness.

Before doing the self-portrait it may be relevant to discuss some of the various aspects of the booklet. The topics and discussions should vary widely between classes as you know experiences and children are never the same.

It should be interesting to note if the child draws himself in another context or environment than he did at the onset of the booklet. Possibly there could be a comparison between the two drawings and the topic of continuing change could be incorporated. Again this too would depend upon the class. The possibilities of further discussions and activities are limitless. (Some of the best suggestions may come from the children!)

"Comments, suggestions and whatever!"

Here I am again!

30a
TM

This last section is only another suggestion as to how careers can be brought into the classroom.

We strongly urge that you use the parents of your children as resource persons.

Bibliography

331.7 What People Do
Wha Childcraft, Vol. 8 1972 Edition

"Comments, suggestions and whatever!"

WORKERS WHO NEED SPECIAL HATS

CONCEPT: Depending on a type of work a special hat may be a part of his attire.

METHOD: You may introduce the concept of hats through the following poem.

There are hats for sun
hats for wind,
and hats for rain.
There are hats for underground,
hats for under water,
and hats for safety.

DISCUSSION: 1. Why are hats very important to some workers?

ACTIVITIES:

1. If a construction project is near perhaps the class could visit and notice that color and types of hats differ as to the type of work.
2. Perhaps visits could be made to a bakery, police station, fire station, etc., with a thought being given to the attire as well as the job.
3. This booklet may be made, if desired, as a culminating activity for evaluation purposes.
4. Different types of hats may be made and role playing done by the wearer dramatizing his special job.

"Comments, suggestions and whatever!"

Workers who need special hats.

WORKERS NEEDING SPECIAL CLOTHES

CONCEPT: Depending on a type of work special attire may be needed for health, safety practices, or easy identification.

DISCUSSION: 1. Why must some workers wear special clothes?
2. Name several types of workers and discuss how their manner of dress is important in their work.
(Fireman, nurse, policeman, welder, diver, etc.)

ACTIVITIES: 1. During films or on field trips special attention should be given to the types of clothing each worker wears and to the purpose of special dress.
2. Perhaps several people could talk to the children who need to wear special clothes in their work.
3. It might be interesting to view a film on coal mining or other occupations where the child has little or no knowledge to secure a glimpse of another life style.

"Comments, suggestions and whatever!"

Workers needing special clothes.

WORKERS WHO NEED TOOLS FOR CUTTING

CONCEPTS: Many jobs require tools which are used for cutting.

Poem:

KNIVES, SCISSORS, & SAWS

Many people use cutting tools to do their work.
They use knives, scissors, ~~saws~~, sickles, cleaners,
clippers, drills, chisels, axes, mowers, planes,
shears, and many other cutting tools
Made of metal.

DISCUSSION: 1. Discuss numerous jobs where cutting is involved. List
on the board or paper.
2. How do these jobs affect you?

ACTIVITIES: 1. Perhaps various persons representing different jobs could
show, discuss and perhaps demonstrate how cutting tools
are needed in his work.
2. Children could do research about jobs where cutting is
involved.
3. Films could be viewed of various types showing cutting
tools.

"Comments, suggestions and whatever!"

Workers who need tools
for cutting.

WORKERS WHO USE BRUSHES

CONCEPT: In the working world many types of brushes may be used.

Poem:

BRUSHES AND BROOMS

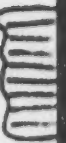
There are brushes and brooms
for cleaning up rooms.
There are brushes for
painting a house or a sign.
There are fat brushes, flat brushes,
shoe brushes, hat brushes,
rug brushes, scrub brushes,
and rub-a-dub-dub brushes,
brushes that buzzzzzzzz,
brushes that hummmmmmm,
brushes that play a cymbal or drum.

- DISCUSSION:
1. What jobs does the poem describe?
 2. How are the brushes alike?
(all help perform work)
 3. How do these brushes differ?
 4. What kind of brush would you like to use? Why?

- ACTIVITIES:
1. A variety of brushes may be brought to the class for viewing and for discussing the purpose of each.
 2. Students may draw or find pictures in magazines where brushes are used for work.
 3. A film involving brushes may be shown.

"Comments, suggestions and whatever!"

Workers who use
brushes.



PEOPLE USING BUTTONS AND KEYBOARDS IN THEIR WORK

CONCEPT: Some jobs require keyboards or buttons.

KEYBOARDS AND BUTTONS

There are people who push buttons and keys
to correct mistakes,
to change money
to print words on paper,
to make airplane reservations, and even
to make ice cream.

- DISCUSSION:
1. What kinds of jobs are described in the poem.
 2. After experimenting with types of buttons or keyboards discuss whether they liked or disliked working with these.
 3. Would you like to work with this day after day? Why? Why not?
 4. What requirements are needed for each job?

- ACTIVITIES:
1. Students may do research to find a variety of jobs which require buttons or keyboards.
 2. Let students experiment with a piano, typewriter, adding machine, or perhaps even a computer.

"Comments, suggestions and whatever!"

People using buttons and
keyboards in their work...

PEOPLE WHO HELP US TRAVEL

CONCEPT: Some people do not need special tools in their work but they help us by working together. Through their cooperation we may be able to travel.

Poem:

PEOPLE WHO WORK TO HELP US TRAVEL

Ticket agents and redcaps,
conductors and porters,
mechanics and cargo loaders,
pilots and flight engineers,
stewards and stewardesses,
deck officers and pursers
are some of the people
who work to help us travel.

DISCUSSION: 1. Discuss the job qualifications of these workers.
2. Discuss the importance of these workers and how they affect our way of life.
3. Pose the question as to what would happen to travel if there were no mechanics?

ACTIVITIES: 1. The poem lists many types of workers. The students could choose an occupation and do research.
2. Perhaps a person or persons could be invited to talk to the students about their particular job.
3. Many of the films on transportation depict a number of workers at work. This would be an excellent supplement or introduction to the transportation unit.

"Comments, suggestions and whatever!"

1
3
People who help us travel...



PEOPLE WHO HELP US FIND OUT ABOUT THINGS

CONCEPT: Many workers help us to learn and become aware of many things.

Poem:

PEOPLE WHO WORK TO HELP US FIND OUT THINGS

Cameramen, actors, and directors,
reporters, photographers, and editors,
mailmen and post-office workers,
teachers and librarians
are some of the people
who work to help us find out things.

- DISCUSSION:
1. The poem lists numerous workers who help us find out about things. Discuss the way or ways in which each person would help us.
 2. Which of these jobs would be the most fun? Why?
 3. Why doesn't everyone agree on the same occupation? (interests differ, people are different, stress uniqueness)
 4. What kind of education must each worker have?
 5. Why do you suppose they need to study different things?

- ACTIVITIES:
1. A field trip to the post office could provide an opportunity to see some of these workers at work.
 2. Films may be shown depicting these workers at work.
 3. Role playing of some of these jobs could be an interesting experience. Perhaps taking over a reading group, helping the librarian, or helping set up and use the VTR unit would be a profitable experience.

"Comments, suggestions and whatever!"

People who help us find out
about things.

PEOPLE WHO WORK TO KEEP US SAFE AND HEALTHY

CONCEPT: In our community many types of workers help us become safe and healthy.

Poem:

PEOPLE WHO WORK TO KEEP US SAFE AND HEALTHY

Firemen and smoke jumpers,
policemen and detectives,
doctors and dentists,
city cleaners and garbage collectors
are some of the people who work to
keep us safe and healthy.

(The poem lists numerous occupations but each is an important part of keeping us safe and healthy.

DISCUSSION: 1. Discuss how these workers are involved in keeping people safe and healthy.

ACTIVITIES: 1. Field trips to various establishments may be made.
2. Role playing or charades of these workers doing their work.
3. Guests from a variety of work could be invited to talk and explain how they contribute to a safe and healthy community.

"Comments, suggestions and whatever!"

3
People who work to keep us
safe and healthy.

WHEELS HELP THESE WORKERS

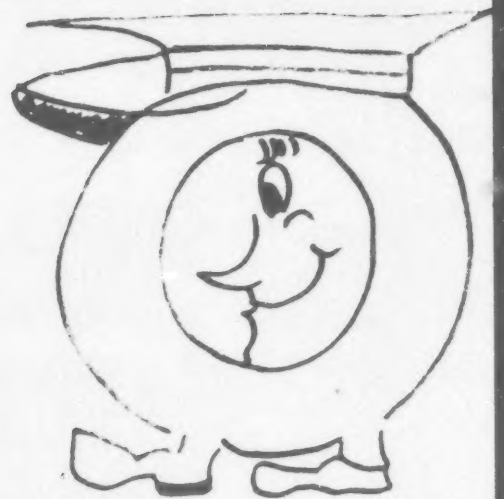
CONCEPT: In order to perform some jobs wheels are necessary.

DISCUSSION: 1. In what kinds of jobs are wheels necessary?
2. Are wheels used only in transportation?
3. How do wheels help you?

ACTIVITIES: 1. Students may demonstrate the use of the pulley, gears, etc., in helping man produce work.
2. Role play types of work where the wheel is needed.
3. Should be used in conjunction with unit on transportation.
4. Research on the history of the wheel.
5. Films which specifically show the wheel and the work or job it helps produce or create.

"Comments, suggestions and whatever!"

Wheels help these workers³



WORKERS WHO USE CLOCKS, METERS, AND DIALS

CONCEPT: Some types of workers need clocks, meters, and dials in order to successfully perform their duties.

Poem:

CLOCKS, METERS, AND DIALS

People carry, wind, and look at clocks,
to tell what time it is.
And some people do even more.
They are the people who work with clocks and
measuring things that look something like
clocks.

These clocks and watches, meters and dials
show when and where,
how much or how many,
how long or how light,
how far or how fast,
how hot or how high.
And sometimes they show what's wrong.

DISCUSSION: 1. What kinds of workers need clocks to perform their duties?
meters? dials?
2. Do children need any of these in their work? Why?
3. Discuss the importance of these devices being accurate.

ACTIVITIES: 1. Films could be shown about the history of recording a daily
time. (Sundial)
2. Students could make a sundial and compare its accuracy to
a clock.
3. Perhaps a person, meter reader, meter maid, TV repairmen,
weather man, etc., could talk to the children as to how a
clock, meter or dial is important to his work.

"Comments, suggestions and whatever!"



Workers who use clocks,
meters, and dials.

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41

SUGGESTED OCCUPATIONAL CLUSTERS



ADDITIONAL ACTIVITIES

The number of classroom activities which can be built around the subject of careers and hobbies is limitless. Below are a few suggestions:

1. Have children cut out pictures of various careers to be used in scrap books, collages, bulletin board, etc. Occupational cluster chart may be an aid. (Refer to TM p. 41)
2. Make it real! Bring parents and relatives into the classroom to discuss and demonstrate work processes.
3. Select an object such as a book that can be used for a full-class project. Try to determine all of the occupations that contributed to the book. Start with the forestry men responsible for the care of forests; then the paper manufacturing; bookbinding; the type-setters, printers, pressmen; the author, researcher, editor, proofreader; the publisher, distributor, salesman. Intermediate pupils can write essays about the work in each individual step in the process. Children of all ages can make a book!
4. Make studies of occupational terminology (word association games, word a day or word of the week, etc.). Encourage resource people to use or introduce their terminology.
5. Various time line activities can be incorporated to show difference between change (linear time) and cyclical repetition. (Ex. assembly line) The interplay between linear and cyclical time partly defines a person's vocational life.
6. "What's My Line?" One student acts as a moderator while another plays the role of the contestant. A panel of 4 to 5 students try to guess by questioning the contestant regarding his occupation. Time limitations and rules of the game should be set by each individual classroom.
7. "Password" Follow the TV format but substitute occupations for words
8. "Charades" Divide class into halves. Two students, one from each team, leave the room and jointly select an occupation they can role play with teacher's knowledge. Students return to room and roleplay occupation for their own team. The first team that guesses the team member's occupation wins.
9. Riddles. Each child writes an occupational riddle then share with the class. Students try to guess each other's riddles.
10. Murals, mobiles. Explaining one specific area, the vocations within that area or change that has occurred (or is occurring)
11. Puppets.